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ILLINOIS AGRICULTURAL EDUCATION CURRICULUM RESEARCH PROJECT. INTERIM REPORT, NUMBER 1.

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PILOT PROGRAMS WERE CONDUCTED TO DEVELOP AND TEST INNOVATIONS IN AGRICULTURAL EDUCATION THAT WOULD (1) IMPROVE AGRICULTURAL EDUCATION FOR FARMERS AND PROSPECTIVE FARMERS, AND (2) PROVIDE AGRICULTURAL EDUCATION PROGRAMS FOR OCCUPATIONS OTHER THAN FARMING IN WHICH KNOWLEDGE AND SKILL IN AGRICULTURAL SUBJECTS ARE NECESSARY FOR SUCCESSFUL EMPLOYMENT. PILOT CENTERS WERE ESTABLISHED IN HIGH SCHOOLS OF ST. ELMO, OLNEY, CISSNA PARK, AND WOODSTOCK, ILLINOIS. THE DESCRIPTION OF EACH PROGRAM GIVES INFORMATION ON (1) THE VOCATIONAL AGRICULTURE PROGRAMS PRIOR TO 1964-65, WITH A CORE OF INSTRUCTIONAL COURSES OFFERED IN EACH SCHOOL AND ALSO SPECIALIZED COURSES FOR THE JUNIOR AND SENIOR HIGH SCHOOL LEVELS, (2) SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS, WITH OCCUPATIONAL OBJECTIVES AND STEPS IN ESTABLISHING PUPILS IN PROGRAMS, (3) ADULT EDUCATION, (4) THE COMMUNITY SURVEY, AND (5) THE AGRICULTURAL ADVISORY COUNCIL. RECOMMENDATIONS EMPHASIZED THE NEED FOR SCHOOL-COMMUNITY COOPERATION. (PS)

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Illinois Agricultural Education Curriculum Research Project

Interim Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Pilot Programs in Agricultural Education

June, 1965

by
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ILLINOIS AGRICULTURAL EDUCATION CURRICULUM RESEARCH PROJECT

INTERIM REPORT NO. 1
JUNE, 1965

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Board of Vocational Education and Rehabilitation

and

Agricultural Education Division
Vocational and Technical Education Department
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University of Illinois

ACKNOWLEDGMENTS

The staff members in agricultural education express appreciation to the Illinois State Board of Vocational Education and Rehabilitation, for the funds provided to implement the Illinois Agricultural Education Curriculum Research Project. Special acknowledgment is due Mr. J. E. Hill, Director of Vocational and Technical Education in Illinois; Mr. V. E. Burgener, Chief of Research for the Illinois State Board of Vocational Education and Rehabilitation; and Mr. Ralph Guthrie, Chief of Agricultural Education for the Illinois State Board of Vocational Education and Rehabilitation for their interest and support of the project.

The supervisors of agricultural education for the pilot schools, Mr. Orval Floyd, Mr. Howard Strubinger and Mr. Allen Utech, the entire joint staff in agricultural education in Illinois, and the teachers and other personnel in the pilot centers deserve special recognition for their efforts in promoting the project.

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INTRODUCTION

The Illinois Agricultural Education Curriculum Research Project originated in the joint staff in agricultural education; supervisors and teacher educators in agriculture from the University of Illinois, Southern Illinois University and Illinois State University at Normal, and representatives of the Illinois Association of Vocational Agriculture Teachers. This group was concerned whether or not the traditional curriculum in vocational agriculture was adequate to meet the increasing need to prepare persons for gainful employment in the many occupations requiring knowledge and skill in agricultural subjects.

The joint staff recognized that the agricultural industry was changing rapidly, that occupations were emerging or becoming of increasing importance that required knowledge and skill in agriculture. Some of these occupations were related to farming and some had no relationship to farming. The joint staff recognized further that many rural youth and some nonrural youth were interested in preparing for the many occupations requiring knowledge and skill in agriculture, whether or not they were related to farming.

To crystalize the concerns and ideas of the joint staff, the late Herbert R. Damisch appointed a committee composed of:

Herbert R. Damisch, Chairman
Lloyd J. Phipps
John Matthews
Ralph Benton
Kenneth James

This committee recommended the development of the Illinois Agricultural Education Curriculum Research Project. The committee envisioned a curriculum research project involving pilot schools which would be established to try out curriculum innovations with the assistance of an outside research group. This outside research group would serve as instruction analyst consultants, data collectors and evaluators.

Under the leadership of Mr. Herbert R. Damisch the committee developed Guidelines for curriculum innovations in agricultural education. Mr. Damisch obtained the support of Mr. J. E. Hill, Director of Vocational and Technical Education, Illinois State Board of Vocational Education and Rehabilitation, for the establishment of the Illinois Agricultural Education Curriculum Research Project, including pilot schools.

Mr. Herbert R. Damisch was in the process of obtaining pilot centers at the time of his death. Mr. J. E. Hill at that time requested Lloyd J. Phipps to take charge of the project until a new chief of agricultural education could be appointed and could become acquainted with the operation of the project.

During 1963-64, under the direction of Professor Phipps and later under the direction of the new Chief of Agricultural Education, Ralph Guthrie, four pilot centers were approved.

Prospective pilot centers were asked to submit an application for approval of a pilot program in the Illinois Agricultural Education Curriculum Research Project. The major headings of this application form were as follows:

I. Provide descriptive data regarding school
II. Describe what you propose to do
III. Describe why you desire to do what is being proposed
IV. Describe how you plan to conduct the program proposed
    A. Plans for supervised agriculture experience programs
    B. Time plan for classes
    C. Enrollment requirements
    D. Teacher time to be provided
    E. Outline of content of courses
    F. Data to be collected

The Agricultural Education Division, Vocational and Technical Education Department, College of Education, University of Illinois, following the approval of four pilot centers, submitted a formal proposal to the Chief of Research, Mr. V. E. Burgener, Illinois State Board of Vocational Education and Rehabilitation, for support to study the progress, developments and outcomes in the four pilot centers. This proposal was accepted and during 1964-65 staff members in the Agricultural Education Division at the University of Illinois have served as consultants, instructional analysts and evaluators in the pilot centers. Data of the following types were collected each month in each pilot center by staff members of the Agricultural Education Division, University of Illinois.

1. Content taught during month
    A. Materials used
    B. Teaching plans
2. Changes in content taught from that planned
3. Content successfully taught, from instructor's viewpoint
4. Problems of instructors, pupils and others
5. Changes in plans during month
6. Supervised agriculture experience activities and problems
    A. Visits
    B. Training stations
    C. Agreements
7. Advisory council and committee activities and problems
8. Adult education activities and problems
9. Youth organization activities and problems
10. Evaluation activities and problems
    A. Instruments used
    B. Tests
    C. Surveys
    D. Records
11. Assistance desired

At the beginning of the project, data of the following types were collected regarding the past history of the pilot centers.

1. Enrollments in past years--high school
   A. Beginning of year by classes
   B. End of year by classes
   C. Standardized test records of enrollees and dropouts
2. High school courses taught in previous years
3. Course outlines for courses taught in previous years.
4. Changes in courses offered and in course outlines in recent years
5. Agricultural education policies
6. Changes in policies in recent years
7. Advisory council and committees, history of
   A. Charter, by-laws
   B. Minutes of meetings
8. Award and contest program participation
   A. Number of pupils participating
   B. Winnings
9. Supervised farming programs
   A. Summary of production projects
   B. Summary of improvement projects and supplementary practices
10. FFA programs of work
11. Young farmer programs
    A. Courses taught
    B. Attendance
    C. Course outlines
12. Miscellaneous agricultural education activities conducted
13. Miscellaneous promotional, community service, and school service activities of teacher

The objective of the Illinois Agricultural Education Curriculum Research Project in the beginning and at the present time was to develop and try out innovations in agricultural education that would (1) improve agricultural education for farmers and prospective farmers and (2) provide agricultural education programs for occupations other than farming in which knowledge and skill in agricultural subjects are necessary for successful employment. The pilot programs were not developed as demonstration centers and are not considered demonstration centers. Their purpose is to provide a realistic setting for discovering both successful and unsuccessful curriculum practices. A future possible development in the Illinois Agricultural Education Curriculum Research Project might be the establishment of centers to demonstrate successful curriculum practices developed in the pilot centers.

DESCRIPTION OF PILOT PROGRAMS

Cissna Park High School, Cissna Park, Illinois

Setting. Cissna Park High School, a part of the Community Unit Number 6 school district, is located in the village of Cissna Park, Illinois. The village of Cissna Park, with a population of approximately 800, is situated in the center of a rich farming area in the southern part of Iroquois County. The village is approximately twenty miles from cities of

5,000 to 10,000 population and forty miles from a city of over 40,000 population.

Agriculture is the major industry in the Cissna Park school district. The village of Cissna Park is primarily a retail sales and service center for farmers and rural families in the surrounding area. Nearly all the businesses in Cissna Park are oriented toward agriculture in one way or another.

Enrollment in the Cissna Park High School totals slightly more than 200 pupils. Nearly 70 percent of the pupils come from farm homes or rural residences. The remaining pupils are acquainted with agriculture through the environment of a rural community.

The curriculum of the Cissna Park High School presently includes the traditional college-preparatory offerings plus physical education, driver education, business education, home economics education, and agricultural education (vocational agriculture). Vocational courses in diversified occupations and in distributive education were once offered but have been discontinued.

The Cissna Park High School has a professional staff of nearly fifteen. The Cissna Park High School staff involved in this project are:

Mr. Charles Watson, Superintendent of Schools and High School Principal
Mr. Roland Meyer, Teacher of Agriculture
Mr. Donald Whitten, Teacher of Agriculture

Vocational Agriculture Program Prior to 1964-65. Prior to 1964-65, the vocational agriculture program at Cissna Park High School was conducted by two teachers of agriculture and offered at the high school level the traditional production agriculture courses designed to educate future farmers. Four high school courses were offered each year with an average enrollment of 50 pupils:

Agriculture I (9th grade)--included instruction in livestock production and farm carpentry.
Agriculture II (10th grade)--included instruction in crop production and welding.
Agriculture III (11th grade)--included instruction in conservation, farm machinery and farm electrification.
Agriculture IV (12th grade)--included instruction in farm management and farm power.

Courses were also offered for young and adult farmers. There was no agricultural advisory council in existence in the Cissna Park school district.

Vocational Agriculture Program for 1964-65

The pilot program in agricultural education initiated July 1, 1964, consisted at the high school level of a four-year core of instruction in

agriculture with separate, specialized courses at the junior-senior level for pupils desiring to prepare for farming or for occupations in industry requiring knowledges and skills in agriculture. The purpose of this core vocational agriculture program, with specialized courses for farming and nonfarm agricultural occupations, was to provide boys and girls of high school age with an opportunity to receive education that would supplement their rich rural backgrounds and prepare them for gainful employment or post-secondary education leading to employment in occupations which require knowledges and skills in agriculture, including farming. The core of instruction offered was as follows:

Basic Agriculture (9th grade)--included instruction in livestock production for consumer demands, conservation of natural resources, and mechanics in agriculture.
Agricultural Science (10th grade)--included instruction in crop production for consumer demands, agriculture mechanics, forestry products and their use, and leadership skills in agriculture.
Agricultural Mechanics I (11th grade)--included instruction in drawing, agricultural blueprints, planning projects, using hand tools and using power equipment.
Agricultural Mechanics II (12th grade)--included instruction in agricultural plumbing, farm power, farm electrification, surveying, and farm machinery.

The specialized courses were as follows:

Farm Operations (11th grade)--included instruction in farm business analysis and planning, farm law, agricultural mechanics.
Agricultural Occupations (12th grade)--included instruction in the functions of agricultural firms, agricultural skills required in nonfarm agriculturally oriented jobs, and selected skills in the operation of agricultural firms.
Agricultural Mechanics III (12th grade)--Provided as an extension of Agricultural Mechanics II making it, in effect, a double period course for most of the pupils enrolled.

Junior and senior pupils were allowed to enroll in one or two courses depending upon their interest and whether their schedule would permit. Enrollment of high school pupils for the 1964-65 school year was as follows:

Course	Number of Pupils
Basic Agriculture	10
Agricultural Science	16
Agricultural Mechanics I	11
Agricultural Mechanics II	10
Farm Operations	13
Agricultural Business	7
Agricultural Mechanics III	2
Total	69

Each class met 55 minutes per day, five days per week for a total contact time of 275 minutes. Each teacher had two, 55-minute periods per day for pupil-teacher conferences, visitations or class preparation.

Supervised Agricultural Experience Programs. In 1964-65, the ninth- and tenth-grade courses (Basic Agriculture and Agricultural Science) required each pupil to conduct a supervised agricultural experience program with plants and animals. The advanced courses (Agricultural Mechanics I, II, and III, Farm Operations and Agricultural Occupations) required each pupil to conduct a supervised agricultural experience program in an agricultural firm, in farming, or in both. Agricultural experience programs in nonfarm agriculturally oriented businesses were operated in accordance with the "noncooperative" time requirement rather than the time requirement for cooperative work programs, which necessitates released school time. All pupils enrolled in the Agricultural Occupations course gained experiences relating to the operation of an agricultural firm, either as part of a placement-employment situation or through experiences which supplemented their farming programs.

Adult Education. In 1964-65 one adult course was offered during the spring with both teachers sharing in the instruction. The title of the course was soils and fertilizers. An average attendance of approximately twenty-three farmers and agricultural businessmen was maintained.

Community Survey. A survey of the community was conducted in 1964-65 to obtain information regarding the (1) location of agricultural businesses in the community, (2) number of people employed and their job titles, (3) location of possible training centers and (4) the functions of the businesses. It was found that a need existed for preparing pupils for employment in agricultural servicing and retailing occupations. Furthermore, it was ascertained that agriculture was a concern of most businesses in Cissna Park.

Agricultural Advisory Council. An agricultural advisory council was organized during 1964-65. The council consists of nine farmers and three agricultural businessmen. An additional three agricultural businessmen were appointed to serve as a part of a subcommittee that will study the problems relating to preparing pupils for employment in agricultural occupations in off-farm industries.

East Richland High School, Olney, Illinois

Setting. East Richland High School is located in Olney (Richland County), Illinois. Olney has a population of slightly less than 9,000. The East Richland Community Unit District includes about two-thirds of the geographical area of the county. Enrollment at East Richland High School is approximately 1,000 pupils. In addition to the traditional college-preparatory program offered in the school, courses in business education (including cooperative distributive education), industrial arts, home economics, and vocational agriculture are provided.

The curriculum of the district's community college includes primarily college-transfer courses. Enrollment in their community college is approximately 500 full-time student equivalents, most of whom are part-time students.

Little industry exists in the Olney area. The average family income in the county is slightly less than $3,000. The farms are usually small and are general farms, however, some farmers specialize in dairying and in supplying milk for the local milk-processing plant.

Staff. Staff members of the East Richland Community Unit district who have been involved in the project are:

Mr. Leslie Purdy, Superintendent
Mr. Lee Shafer, Assistant Superintendent
Mr. Gail Lathrop, Principal
Mr. Bob Whittington, Teacher of Agriculture
Mr. William Washburn, Teacher of Agriculture

The Vocational Agriculture Program Prior to 1964-65. Prior to 1964-65, the vocational agriculture program at East Richland High School consisted of a conventional offering of productive agriculture and farm management courses for high school boys and young and adult farmers. Four years of vocational agriculture was offered for high school boys with enrollment each year ranging from 100 to 110 pupils. From 45 to 50 young and adult farmers were served each year through organized courses. Two teachers of agriculture were employed in the school.

The Vocational Agriculture Program for 1964-65. A dual-track program in agricultural education was initiated at the high school level. The pupils were grouped on the basis of background (supervised farming program potential) and, secondly, on the basis of occupational interest (farming and nonfarm occupations involving knowledges and skills in agricultural subjects). A survey of the businesses of the community in the fall of 1963 indicated employment needs and opportunities in nonfarm agricultural occupations.

Ninth-grade (Agriculture I) and tenth-grade (Agriculture II) courses in production agriculture were offered. Two sections of each course were offered-- one section for pupils with good potential for desirable farming programs and one section for pupils with limited potential for farming programs. The content of Agriculture I included: livestock selection and breeds; introductory crops, soils, and fertilizers; basic agricultural mechanics involving carpentry, welding, and metal work. Agriculture II included primarily livestock production units involving feeding, breeding, and diseases. Problem areas concerning harvesting, storing, and marketing crops were also taught in Agriculture II. Project work in agriculture mechanics was also included in the course.

Pupils enrolled in eleventh- and twelfth-grade agriculture courses were grouped according to occupational interest. Pupils primarily interested in farming and pupils planning collegiate study in agriculture were enrolled in Agriculture III and Agriculture IV. The content of

Agriculture III was primarily farm management and farm operations. Agriculture IV was primarily mechanics with additional units on insurance and taxes. A new course, Agricultural Occupations, was offered for juniors and seniors interested in nonfarm occupations involving knowledges and skills in agricultural subjects.

Enrollment of high school pupils for the 1964-65 school year was as follows:

Courses	Number of Pupils
Agriculture I	32
Agriculture II	36
Agriculture III	13
Agriculture IV	18
Agriculture Occupations	12
Total	111

Supervised Agricultural Experience Programs. In 1964-65 pupils enrolled in the basic production agriculture courses (Agriculture I and II) conducted supervised agricultural experience programs with growing plants and animals. Pupils enrolled in Agriculture III and IV continued their farming programs. Pupils enrolled in the Agricultural Occupations course were required to participate in supervised agricultural experience programs in agriculturally oriented businesses. The "noncooperative" type of supervised agricultural experience program was followed. Several pupils enrolled in the Agricultural Occupations course continued their farming programs. All pupils enrolled in the Agricultural Occupations course had been enrolled previously in the regular courses of vocational agriculture offered in the school.

Adult Education. In 1964-65 two courses in welding and one course in soils and fertilizers were offered.

Advisory Council. A citizens' agriculture advisory council was organized during 1964-65. The council has a membership of twelve--seven farmers and five agricultural businessmen and professional agriculturists.

St. Elmo High School, St. Elmo, Illinois

Setting. St. Elmo is a town of 1,500 persons in south central Illinois, located about halfway between Vandalia and Effingham, Illinois. Approximately 250 pupils are enrolled in the St. Elmo High School, grades 9-12. Courses in business education, industrial arts, home economics, and agriculture are offered at the St. Elmo High School in addition to the general education and college-preparatory courses offered in most Illinois high schools.

Staff. High school staff members who were involved in the pilot program at St. Elmo are as follows:

Mr. Eugene Brubaker, Superintendent
Mr. John Griffin, Principal
Mr. Jack Fowler, Guidance Counselor
Mr. Richard Lowe, Teacher of Agriculture

The Vocational Agriculture Program Prior to 1964-65. Prior to 1964-65, the vocational agriculture program at St. Elmo High School consisted of four courses for high school pupils and one or more courses for adult farmers. The instructional program was oriented toward preparation for farming. Agricultural mechanics had not beem emphasized prior to 1964-65 because shop facilities were definitely limited.

In 1962-63 the enrollment in the four high school courses in vocational agriculture was 33. In 1963-64, the high school enrollment increased to 45 students.

The Vocational Agriculture Program for 1964-65. New facilities for agricultural education consisting of an agricultural mechanics laboratory, classroom, and office were constructed at St. Elmo in 1963-64. For 1964-65, the program in agricultural education at the high school level was reorganized to include a course in agricultural business as well as courses oriented toward production agriculture. Considerable emphasis was placed on agricultural mechanics in all high school vocational agriculture courses in an effort to compensate for the lack of instruction in the area during previous years. The specific courses scheduled and the enrollments in each were as follows:

Course	Number of Pupils
Agriculture I--Production Agriculture	10
Agriculture II--Production Agriculture	12
Agriculture III--Production Agriculture	14
Agriculture IV--Cooperative Agricultural Business	7
Total	43

The content of the production agriculture courses (Agriculture I, II, and III) consisted largely of problem areas involved in the production and marketing of farm crops and livestock plus units of instruction in agricultural mechanics, supervised farming programs, FFA, and guidance.

The content planned for the Cooperative Agriculture Business course included the following enterprises and units:

Enterprise I	The present vocational agriculture situation.
Unit A	Opportunities for careers in agricultural business.
Unit B	Opportunities this year.

Enterprise II	Agricultural experience programs.
Unit A	Placement in agricultural businesses for career study.
Unit B	Agricultural business experience records.
Unit C	Evaluation of and revision of the agricultural experience program.
Unit D	Supervised farming programs.
Unit E	Evaluating and expanding supervised productive projects.
Unit F	Evaluating and expanding improvement projects.
Enterprise III	Agricultural businesses.
Unit A	Development of salesmanship in agriculture.
Unit B	Development of skills needed in agriculture.
Unit C	Development of sound employee-employer relationships in an agriculturally oriented business.
Unit D	Ways of doing business in agriculture.
Unit E	Emergency procedures and safety precautions in agriculturally oriented businesses
Unit F	Work laws affecting agricultural occupations.
Enterprise IV	Agricultural mechanics (Pupils had not had agricultural mechanics before).
Unit A	Welding with an electric arc welder.
Unit B	Welding and cutting with an oxyacetylene welder.
Enterprise V	Individual study of problems associated with agriculturally oriented businesses
Enterprise VI	Evaluation of accomplishments.
Unit A	Decisions regarding establishment in a gainful occupation.
Unit B	Comparison of net worth at the beginning and the end of year.
Unit C	Evaluation of work experiences.
Unit D	Evaluation of agricultural knowledges and skills developed and improved.

Pupils enrolling in the Cooperative Agricultural Business course were required to have as prerequisites two years of vocational agriculture, a broad farming program in progress or plans for employment in an agricultural business. A pupil with less than two years of agriculture who had the approval of the guidance counselor and high school principal was also eligible for enrollment.

A community survey of the local agricultural businesses was conducted by the vocational agriculture instructor, with the help of the guidance counselor. This task was completed during the summer months of 1964, using forms furnished by the Agricultural Education Division, University of Illinois.

Supervised Agricultural Experience Programs. Agricultural experience programs for freshmen, sophomores, and juniors were planned as production programs on farms. These programs were similar to the supervised farming programs conducted in the past, except that attempts were to be made to incorporate more mechanical experiences.

The agricultural experience program for seniors enrolled in the Cooperative Agricultural Business course was planned to fit the requirements of the "Cooperative Program." Each student was placed in an agricultural business for at least 15 hours per week with no less than half of this time scheduled during school hours. In addition to the required placement-employment program, seniors were encouraged to continue their supervised farming programs.

Six of the seven senior pupils were placed by October, 1964. The seventh pupil was never placed in a business because of transportation and personal problems. During the spring semester, an additional six pupils (juniors) were placed. The pupils placed for supervised agricultural experience received $1 or $1.25 per hour. Five juniors were placed on farms for experience.

The occupational objectives of the senior pupils and the training stations where they were placed were as follows:

Pupil	Occupational Objectives	Training Station
No. 1	Elevator manager and agricultural sales	Elevator, feed and fertilizer business
No. 2	Elevator management	Elevator, feed and fertilizer business
No. 3	Agricultural construction	Lumber and construction business
No. 4	Farming, heavy machinery, and carpentry work	Lumber and construction business
No. 5	Mechanic, tile laying, or farming	Farm tile factory
No. 6	Farming, agricultural mechanics, farm income tax consultant	Farming and farm tax service
No. 7	Mill operation, feed sales, farming	High school

The major steps followed in establishing pupils in agricultural experience programs at St. Elmo were as follows:

1. Teacher and guidance counselor surveyed the agricultural businesses in the community to determine employment opportunities and placement opportunities.

2. Pupils completed the "pupil application" form and "pupil agreement" form.
3. Teacher surveyed those businesses interested in employing student learners to identify knowledge and skills in agriculture needed by workers.
4. Pupils studied information collected and made final choices of businesses where they wished to apply for employment.
5. Employers interviewed pupils.
6. Teacher met with each employer and planned the responsibilities the pupils were to assume.
7. Pupils, parents, employers, and teacher signed placement agreement in pupils' record books.
8. Pupils were required to purchase "24-hour" school insurance policies and to have $10,000-$20,000 public liability insurance if they planned to drive cars to and from work.
9. All employers, except parents, were required to have workmen's compensation or liability insurance on pupils employed.

Adult Education. Two courses for adults were taught at St. Elmo during the 1964-65 school year. The titles of these courses were "Corn and Soybean Production" and "Agricultural Welding."

Advisory Council. The size of the advisory council was enlarged during 1964-65 from seven to ten members. Seven members are farmers, and three are agricultural businessmen. The membership of the advisory council consists of the following persons:

1. Assistant manager of a grain elevator.
2. Director of a local grain elevator.
3. President of a bank.
4. Two part-time farmers.
5. Five full-time farmers.

Some of the new activities and responsibilities of the advisory council were as follows:

1. Changing adult courses so that they would meet the needs of farmers plus certain other workers in nonfarm agriculturally oriented businesses.
2. Advising regarding pilot program.

Woodstock High School, Woodstock, Illinois

Setting. Woodstock High School, Community High District 152, is located in northern Illinois, McHenry County. Woodstock, with a population of approximately 9,000, is in a rich farming area which supports many agriculturally oriented businesses. Its population is increasing and it is gradually becoming a part of the greater Chicago metropolitan area. Woodstock has received the "All American City" award which is an indication of its progressive orientation. Farming and agricultural businesses

serving farming are very important and will continue to be important in the economy of the Woodstock community.

Enrollment in the high school is approximately 1,200. Approximately one hundred of these pupils live on farms, but many additional pupils in the school come from homes where the family heads are employed in occupations requiring knowledges and skills in agricultural subjects.

The curriculum in the Woodstock High School has been oriented toward academic subjects, but recent emphasis has been on broadening the curriculum to include increasing opportunities in practical arts and vocational subjects. Programs in agriculture, home economics, industrial arts, business, and diversified occupations are provided.

The Woodstock High School has a professional staff of fifty-two. The staff actively involved in the project were:

Mr. T. C. Shoberg, Superintendent
Mr. A. C. Drummond, Assistant Superintendent
Mr. W. C. Goodwin, Principal
Mr. W. E. Maxwell, Head Vocational Guidance Counselor
Mr. George Forgey, Teacher of Agriculture
Mr. William Pictor, Teacher of Agriculture

Vocational Agriculture Program Prior to 1964-65. Prior to 1964-65, the vocational agriculture program was conducted by one teacher of agriculture and all the courses were oriented toward production agriculture and designed for present and prospective farmers. The courses emphasized agricultural mechanics, livestock, and crops. In recent years, emphasis on vegetable production has been increased. Until 1961, three high school courses in vocational agriculture were offered each year. After 1961, four courses in vocational agriculture were offered. They were Vocational Agriculture I, Vocational Agriculture II, Vocational Agriculture III, and Vocational Agriculture IV. The enrollment fluctuated in recent years from 40 to 45 high school pupils.

In addition to the high school vocational agriculture courses, a course for adult farmers has been offered each year for several years.

Vocational Agriculture Program for 1964-65. In 1964-65, five vocational agriculture courses were offered at the high school level instead of four. These five courses and their enrollments follow:

Courses	Number of Pupils
Vocational Agriculture I	16
Vocational Agriculture II	18
Vocational Agriculture III	7
Vocational Agriculture IV	8
Agriculture Business	18
Total	67

A second vocational agriculture teacher was employed in the summer of 1964. Vocational Agriculture I through IV were designed in 1964-65 to provide (1) knowledge and skill with plants and animals and (2) knowledge and skill in agricultural mechanics. The supervised agricultural experience programs of the pupils enrolled in these four courses involved plant and animal projects and agricultural mechanics projects.

The Agriculture Business course was designed for pupils preparing for employment in occupations, other than farming, requiring knowledge and skill in agriculture subjects. Both boys and girls were enrolled in the course. Their supervised agriculture experience programs involved placement for work experience in an agriculturally oriented business. The "noncooperative" time-requirement plan was used for the placement experiences of the pupils. Thus, the pupils obtained their work experiences, requiring knowledge and skill in agriculture, after school, on Saturdays and in the summer. Most of the pupils in the Agriculture Business course continued their farming programs as parts of their total supervised agriculture experience programs.

Woodstock High School plans to offer the following courses in agriculture in 1965-66 if sufficient enrollment is obtained:

Course Title	Grade Level
Basic Agriculture	9th
Advanced Agriculture	10th
Agricultural Power and Machinery	11th and 12th
Agriculture Construction and Conservation	11th and 12th
Applied Animal and Plant Science	11th
Farm Operations	11th and 12th
Agriculture Business	12th

Adult Education. Woodstock High School has offered adult courses for farmers for many years. In 1964-65 courses in corn production and dairy production were offered.

Community Survey. In the summer of 1964 and in the early months of the first semester of 1964-65, a survey of the community was conducted to obtain information regarding the (1) location of the agricultural businesses in the community, (2) number of people employed in these businesses and their job titles, (3) location of possible training centers and (4) functions of the businesses. Several agriculturally oriented businesses were identified that employed persons who must have knowledge and skill in agricultural subjects. The survey was essential in locating and developing training centers for the pupils in the Agriculture Business course.

Agricultural Advisory Council. Woodstock has had a nine-member agricultural advisory council for many years. In 1964-65 this advisory council was enlarged to twelve. The three persons added were businessmen in agriculturally oriented businesses. These three members also serve as a subcommittee to advise regarding the operation of the Agriculture Business course.

What HAS BEEN LEARNED

1. A community survey of nonfarm agriculturally oriented businesses needs to be completed before a course involving placement-employment is started.

2. Businessmen in the community must be involved in planning and developing a course involving placement-employment.

3. An agricultural advisory council including members from nonfarm agriculturally oriented businesses needs to be in operation before a change in courses is initiated.

4. A step-by-step procedure is needed in developing agricultural experience programs involving placement.

5. Classroom instruction concerning agricultural businesses and industries must be accompanied by related activities in agricultural experience programs, if it is to be most effective.

6. Classroom instruction in nonfarm oriented courses in agriculture must emphasize the knowledges and skills in agriculture which the pupils placed in agricultural business need to perform and to understand their work.

7. Teachers and others need to develop lesson planning guides and reference material guides related to agricultural businesses and industries.

8. Pupils who enroll in agricultural occupations courses or agricultural business courses need a background of basic instruction in agriculture.

9. A good community-wide public relations program is needed with as much "face-to-face" contact as possible.

10. Teacher enthusiasm and advance planning are essential ingredients in the success of new programs.

11. Teachers must assume responsibility for developing pupil agricultural experience programs in agricultural firms by:

    a. knowing the opportunities
    b. knowing the pupils
    c. contacting potential employers and placing pupils
    d. helping develop training program outlines
    e. helping develop training agreements
    f. coordinating and evaluating experience programs

12. Agricultural mechanics courses should emphasize the applied aspects of mechanics, including both theory and practice, and should be adapted to the needs of both present and prospective farmers and present and prospective workers in agriculturally oriented businesses.

13. Time, a difficult thing to find in a teacher's busy day, is essential in the operation of vocational agriculture programs designed to serve both production agriculture workers and workers in nonfarm agriculture businesses.

14. Traditional teacher activities need to be evaluated and nonessential activities eliminated.

15. Resource persons can be used effectively in teaching about agricultural occupations.

16. Well-planned field trips can be used effectively in teaching about agricultural occupations.

17. Pupils in an agricultural business course should obtain experiences in agricultural firms through the study of the firms, observation of work performed, and placement for experience.

18. A substantial core of instruction regarding technical agriculture needs to be included in courses designed to prepare pupils for employment in agriculturally oriented businesses and services.

19. A unit of instruction regarding agricultural occupations needs to be included in agricultural business courses.

20. On-the-job instruction and supervision need to be emphasized. It is a highly important ingredient of a successful agricultural business course.

21. The summer work of teachers is extremely important when placement-employment programs are conducted.

22. A core of experiences in both agriculture and the operation of agricultural firms needs to be included in an agricultural business course.

23. Guidance counselors need much instruction relating to the broadened objectives of vocational agriculture.

24. Systematic efforts must be initiated to change the production agriculture image of vocational agriculture. These efforts need to be focused on the faculty, all elementary and high school pupils, parents, businessmen, and the total community.

25. Businessmen and others providing placement-training stations need systematic instruction regarding their responsibilities in the program.

26. Detailed placement-training programs need to be developed for each pupil placed. These programs should be developed cooperatively by the employer, pupil, parents and teacher of agriculture.

Periodic evaluations should be conducted to determine whether or not the placement-training program is being followed. Revisions in a placement-training program are often necessary after such evaluations.

27. Placement-training programs need to be "education through work oriented" and not just "work oriented."

28. Titles of agriculture courses often need to be changed to capture the attention of prospective pupils and the public, and to alter the production-centered image of vocational agriculture.

29. Teachers of agriculture providing placement-training programs must learn the legal regulations involved.

30. Teachers of agriculture placing pupils for training must accept responsibility for placing pupils in jobs. They cannot delegate this responsibility to the pupils.

31. Teachers of agriculture have the competence in technical agriculture, or can acquire it with little difficulty, for offering instruction designed to prepare persons for nonfarm occupations requiring knowledge and skill in agricultural subjects.

32. Teachers of agriculture who attempt to prepare persons for gainful employment in agriculturally oriented businesses often need to learn more about the operation of these businesses, employer-employee relationships, and salesmanship. However, since they have had basic education at the university level in psychology, economics, accounting, and human relations, they can often develop competence in these areas by self-directed study of the agriculturally oriented businesses in their communities.

33. Records, both teacher and pupil, need to be emphasized in placement training programs.

34. Opportunities for jobs requiring knowledge and skill in agriculture exist and girls can be placed in training stations in jobs that are agriculturally oriented.

35. Good, enthusiastic teaching is all important in new programs designed to implement the broadening objectives of vocational agriculture resulting from the Vocational Education Act of 1963. The teaching must be systematic and carefully planned. The content must be solid. Pupils in a new course in agriculture such as agricultural business want to be taught in a systematic manner the technical agriculture they need in their placement-training programs, plus the other technical agriculture they will need for gainful employment in occupations requiring knowledge and skill in agriculture. If they do not receive instruction of this type, they soon start advising younger pupils to avoid enrollment in the course in following years.